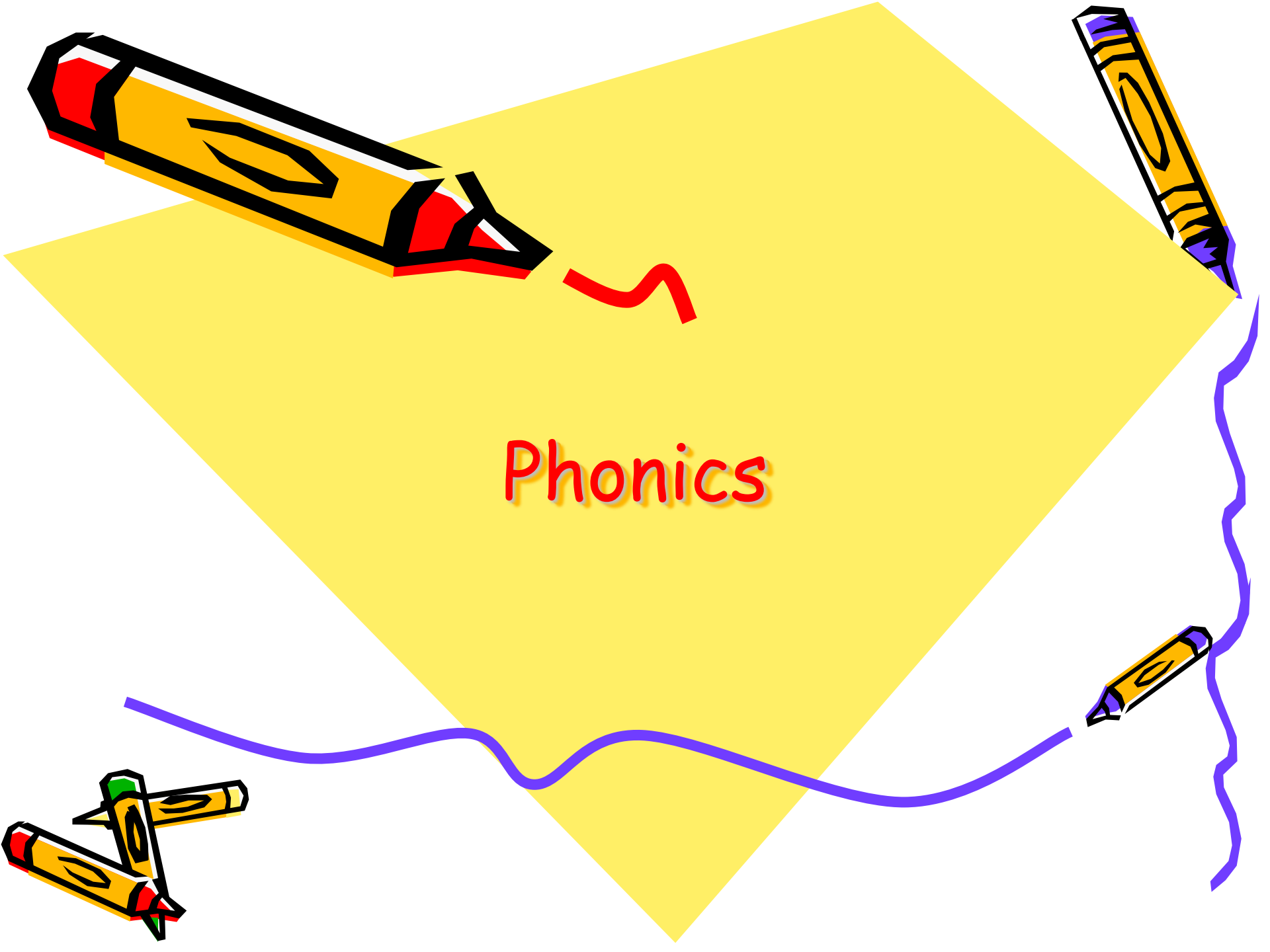


Phonics



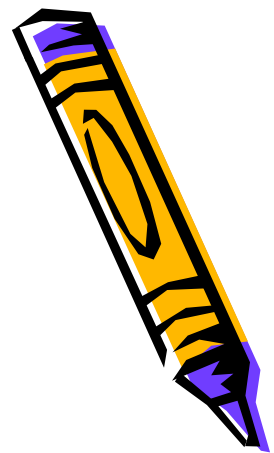
Did You Know...?

The English language has 26 letters

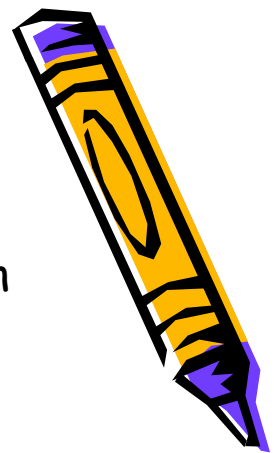
44 sounds



Over 100 ways to spell those sounds



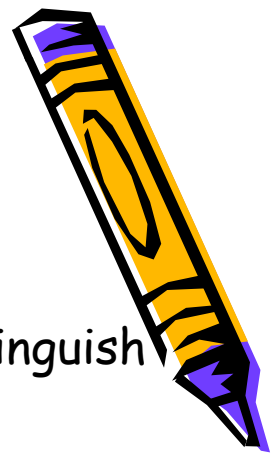
# Why teach phonics?



- Phonics is a method for teaching reading and writing. Children learn to hear and recognise sounds in words and spell them correctly.
- Children who have a sound knowledge of phonics are more likely to excel as they move through their school years.
- A systematic approach to phonics is ensuring knowledge is built up carefully and children can use the skills they need to apply phonics independently to read and spell words.
- Phonics is currently the main way in which children in British primary schools are taught to read in their earliest years.



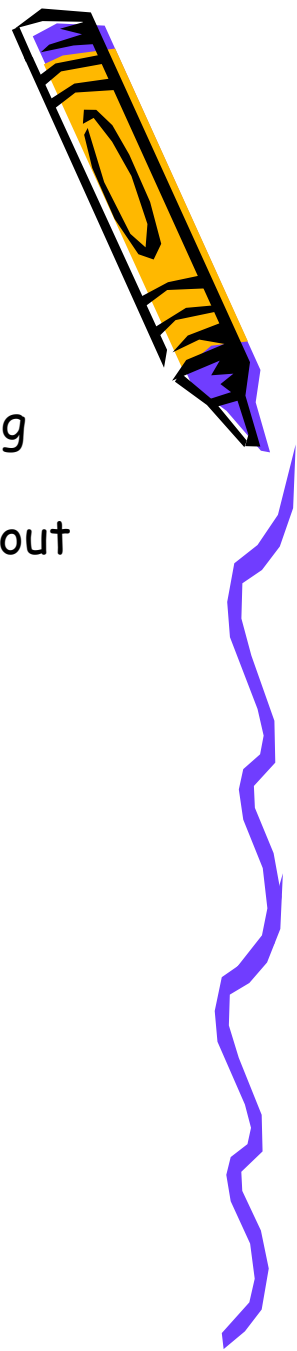
# The Importance of Listening Skills



- Phonics learning relies on children being able to hear and distinguish the sounds within words.
- Children with poor listening and/or attention skills can struggle with phonics learning.
- Listening skills begin at birth and there are lots of things that parents and carers can do to support these skills.
- Children are also taught listening and attention skills during their early years education (age 0-5).
- The first phase of formal phonics education (Foundations in Phonics) also focuses on key listening skills. Without these skills, children may struggle to master the next stage of their phonics learning.



# Foundations in Phonics



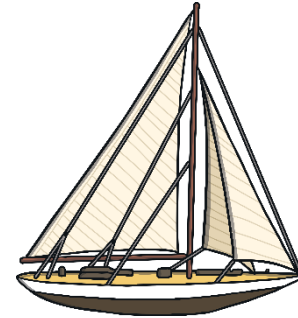
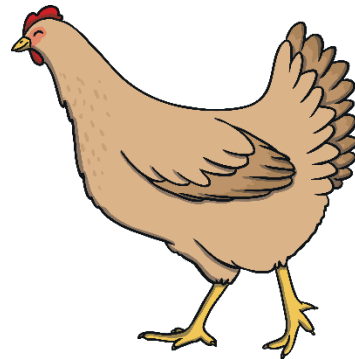
Foundation in Phonics has seven aspects, with a focus on listening skills. These skills are taught and embedded in our Nursery and continue to be areas teachers will ensure are embedded throughout your child's years at Bushfield.

1. Environmental sounds
2. Instrumental sounds
3. Body percussion
4. Rhythm and rhyme
5. Alliteration
6. Voice sounds
7. Oral blending and segmenting

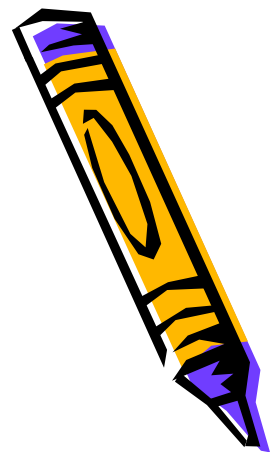


# Oral blending and segmenting

Can you point to the f r o g



Can you sound talk this word? Say the word twice and count the sounds.



# Key Terminology



**phonics** (also known as 'synthetic phonics') - The teaching of reading by developing awareness of the sounds in words and the corresponding letters used to represent those sounds.

**phoneme** - Any one of the 44 sounds which make up words in the English language.

**grapheme** - How a phoneme is written down. There can be more than one way to spell a phoneme. For example, the phoneme 'ay' is spelt differently in each of the words 'way', 'make', 'fail', 'great', 'sleigh' and 'lady'.

**blending** - Putting together the sounds in a word in order to read it, e.g. 'f - r - o - g, frog'

**Sound talking** - Breaking a word into its constituent sounds in order to spell them, e.g. 'rain, r - ai - n' (Note there are three phonemes in this word)



# Phase 2- Reception



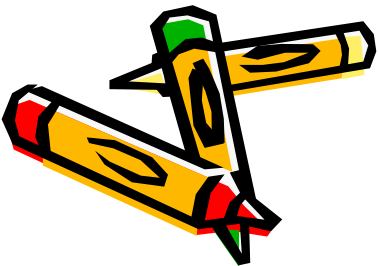
In Phase 2, children begin recognise graphemes and use this knowledge to read and spell simple words.

Most of the first sounds are single-letter sounds but there are also several **digraphs**, where one sound is represented by two letters, e.g. 'ck', 'll', 'ss'.

When the children can read and spell a quantity of graphemes and have developed blending skills they progress onto our reading scheme. Books are closely matched to the graphemes the children have learnt.

Children will also learn to read the 'tricky' words **the, to, go, I, no**, which cannot be read phonetically. These too form the content of the books the children individually read.

Extra daily intervention is in place to ensure children are keeping up'





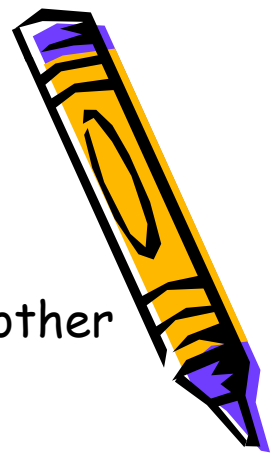
# Phase 2- Reception



- Children are taught reading and spelling daily throughout the week, and each session will follow a structured format.
- The activities used to teach will vary and can be adapted. They are multisensory and appeal to different learning styles. They involve games and individual and group activities as well as teacher-led sessions.
- Teachers will assess children's understanding throughout each session and will also assess knowledge of sounds to see whether a child is ready to move on to the next phase.



# Phase 3- Reception















































- Phase 3 usually lasts around 12 weeks. Children are taught another 25 graphemes.
- The final single-letter sounds are taught, together with more consonant digraphs (e.g. zz, qu) and several vowel digraphs (e.g. ai, ee, igh).
- Children also continue to learn how to blend and segment CVC words using the new sounds, e.g. tail, sheet, night - note that these words still only have three sounds.
- Children will then move on to blending and segmenting two-syllable words such as cooker and raining.
- Tricky words also continue to be taught. The children are taught that these are known as Phase 3 words and that they help them to progress onto Phase 3 reading books.



# 'Bits and Bobs'

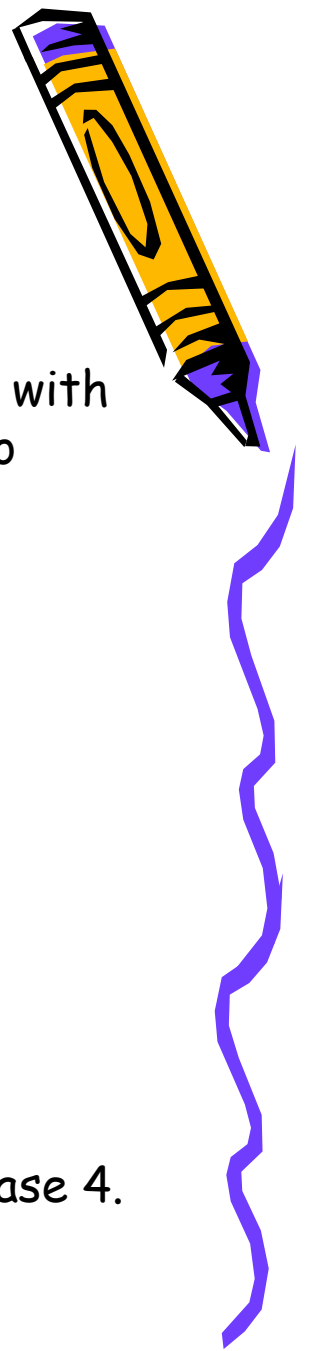


- At Bushfield we use our Four B's. This helps children to tackle jobs in a systematic resilient approach with a Mr. I Can attitude. Ask your **brain**, then the '**bits and bobs**', you can ask your **buddy** or even the **boss**.
- Each child has their own grapheme mat to use as their 'bits and bobs'.

Grapheme mat								Phase 2 and 3	
 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c ck cc	 r rr	
 h	 b bb	 f ff	 l ll	 j jj	 v vv	 w	 x	 y	
 z zz s	 qu	 ch	 sh	 th	 ng	 nk			
 a	 e	 i	 o	 u					
 ai	 ee	 igh	 oa	 oo	 oo	 ar			
 or	 ur	 er	 ow	 oi	 ear	 air			



# Phase 4



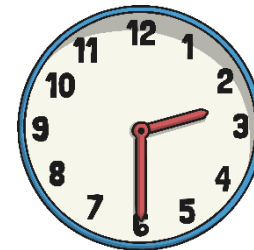
By Phase 4, children are able to represent each of 44 phonemes with a grapheme. Children will be able to read CVC words and begin to segment them to spell them.

No new graphemes are taught at this stage.

The children are given ample opportunity to apply their prior knowledge with growing confidence.

An example of a Phase 4 sentence is

**Can a clock clap hands?**



Phonics lessons ensure children can read and spell phase 4.



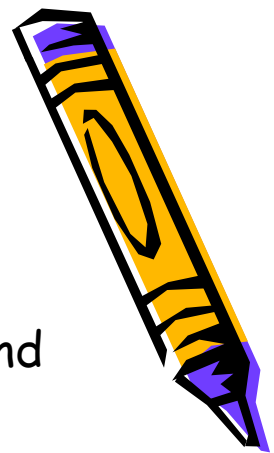
# Phase 5 - Year 1



- Children will broaden their knowledge of graphemes and phonemes and learn alternative pronunciations. An example is how u can make the long and short vowel sound. Such as in computer and umbrella.
- They will learn alternative ways of spelling the phonemes they have already learnt.
- They will learn strategies to help them choose the correct grapheme for spelling.
- Children will be reading with more and more fluency, no longer needing to 'sound out' most familiar words.

































# 'Bits and Bobs'



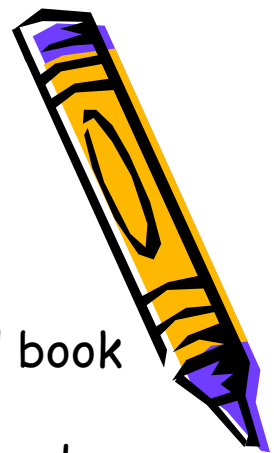
- Each child has their own grapheme mat to use as their 'bits and bobs'.

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou



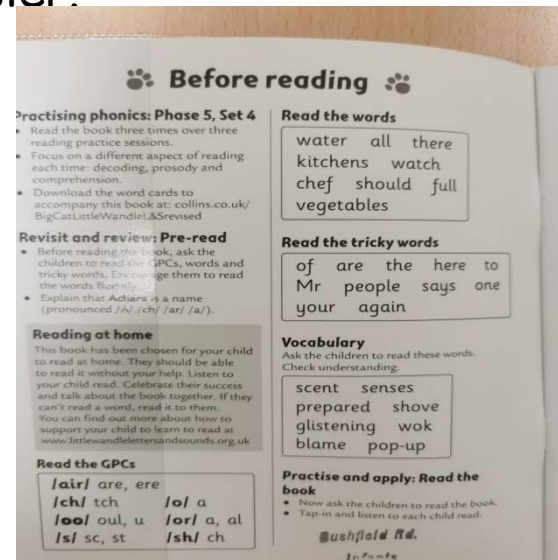
# Supporting at home



- Each child has two reading books. One Little Wandle stamped book linked to their phonetic knowledge and ability to read 'tricky words' by sight, and one which is a reading for pleasure book and may require some adult help.
- In the front cover of the Little Wandle book please point to the graphemes and ask your child to say the phoneme. Check they can read the 'tricky words' by sight. Please read these books three times with your child. Practice makes it easier.
- Remember to use pure sounds.
- <https://www.youtube.com/watch?v=UCI2mu7URBc>
- Play free Phonics games linked to the current Phase your child is on

phonicsplay.co.uk

phonicsbloom.co.uk





# Phonics in action...

